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SCHOOL AND COUNTY LIBRARY COOPERATION[1]

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FOREWORD

THIS pamphlet contains abstracts of eight articles belonging to a series of papers on school and county library cooperation which began in SCHOOL LIFE, a publication of the United States Department of the Interior, Office of Education, in December, 1928. In producing the series of articles the office has had the cooperation of the American Library Association. The demand for the foregoing has far exceeded the supply of available issues of SCHOOL LIFE in which they appear. For this reason abstracts of representative articles of the series have been assembled in pamphlet form.

Five of the eight articles which describe the services extended to schools by county libraries located in five different States, were written by members of the staffs of the respective libraries. Two articles, written by State library officials, show how county libraries are serving schools in California and New Jersey—States in which

[1] For full text of articles consult the following issues of SCHOOL LIFE: Vol. 14, pp. 66–67, December, 1928; pp. 84–87, January, 1929; pp. 121–23, March, 1929; pp. 144–46, April, 1929. Vol. 15, pp. 12–14, September, 1929; pp. 56–57, November, 1929; pp. 121–23, March, 1930; and pp. 183–85, June, 1930.

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county library development has been brought about through an intensive program on the part of the State library in each of the foregoing States. The author of the last article, who tells of the activities of the Rosenwald Fund in the establishment of demonstration county libraries in the Southern States, is consultant to the fund.

A unique service to schools, described in one of the articles, is the development of a county school curriculum through the cooperative efforts of county school and library officials and teachers. This curriculum is conspicuous for its lists of "tested out" reference books. A knowledge of the stipulations under which grants from the Rosenwald Fund for demonstration county libraries may be secured and the number and character of the libraries that have been set up by the aid of the fund will be of interest to the people of the South who are anxious to see county libraries developed.

EQUAL LIBRARY PRIVILEGES FOR FARM AND CITY

The public library of Fort Wayne and Allen County, Ind., strives to extend to children in the rural schools the same privileges that are extended to children in the city schools.

By Bertine Weston

Public Library of Fort Wayne and Allen County, Ind.

THE PUBLIC LIBRARY of Fort Wayne and Allen County strives to supply the people outside the city of Fort Wayne equally with those within the city with books which they may use and enjoy. The county department of the library is maintained by a levy made by the county commissioners for furnishing books and magazines to residents of Allen County.

It is the aim of the county department to extend to every child in the rural schools the same privileges that are extended to the city children. At the beginning of each school year the teachers in the county are requested to report the number of pupils and grades in their schools and the nature of the books desired for home and for classroom use. In ordering books for the county schools the county department uses the Indiana State course of study as a basis, and after the grades and number of pupils in each school are known collections are made up with reference to the teachers' special requests. Each semester these books are changed, so that twice a year each public school in the county receives two well-balanced collections of books, which average from one and a half to two books per pupil.

Children enjoy stories librarian tells.—During the school year as many of the rural schools as possible are visited and stories are told to the children. It is a time of rejoicing when the children of a rural school see the library car drive up with the story-teller. In one school, Jefferson No. 9, the story-teller had promised that the next time she came she would tell them the story of Raggylug. She made the promise on a visit in the spring when she had not time to tell the story, because she was due at one of the branches for the regular monthly story hour. This fall an out-of-town visitor wished to see some of the work done in the county schools and a special trip was made into the county. The story-teller who is the assistant in charge of schools, went with the county librarian on this trip. As the

library car drove up in front of this school the children were at recess. Immediatly there was silence and then the following breathless conversation was heard: "No, it isn't." "Well, it is. I guess I know." "Anyway she isn't there—Why, she is!"

With a shout the youngsters gathered around the story-teller with the hesitant request for the promised story of Raggylug. Eagerly they asked their teacher to begin school immediately, and before she could even ring the bell they were in their seats waiting for the story.

At another school the story-teller one day told the children that she had rather a long story for them and asked them if they thought they could listen for 15 or 20 minutes. They all responded with a

Children never tire of stories that the library assistant tells them

decided "yes," and then from one corner a boy burst out, "Why, I could sit here all day and listen to you tell stories."

Vacation reading and library instruction.—Each summer the county children are invited to win a good books diploma from the public library by reading 10 books from the vacation reading lists prepared and distributed by the county department. In the summer of 1928 very attractive lists were prepared in the form of a treasure hunt, and clues were given that the children would find in their books as they read them. This year they were told also that they might win a gold star diploma by reading 20 books, but if they read only 10 they would receive the good books diploma, as usual. A total of 223 children received diplomas in the fall of 1928 when school opened, and of this number, 131 received gold star diplomas, which meant

they read every book on the list of their grade. In previous years the number of children receiving diplomas has averaged about 130, and then only 10 books were read.

The attractive make-up of the lists this summer, with the new and interesting hunt for clues, appealed to the children so much that many more than usual entered the contest and finished reading the number of books required for a diploma. When the gold star diplomas were given out there were many exclamations of joy and envy and many a firm determination to read 20 books next summer and win a gold star diploma also. At one school, after the diplomas had been given out, the teacher told the children that she could tell in the fall those boys and girls who had been reading during the summer because their school work was so much better. That night after school five boys and girls went to the deposit station located near and asked if they might begin reading on next summer's vacation lists right then.

Library instruction is given each year to the four high schools located in towns where there are county branches. The county branches are used as laboratories for this instruction in the use of the library whenever possible. Instruction is given each semester to the first three years of high school. Freshmen study the Parts of the Book and the Use of the Catalogue and the Library; sophomores have, the Use of the Dictionary in two lessons; and juniors have, the Use of the Encyclopædia and the Atlas. The high schools are closely connected with the county branches and each branch has a high-school reference shelf and is well supplied with the books on the reading lists. The high-school reading lists are made up with the help of the county librarian and the school assistant.

In the fall of 1928 requests came from the high-school principals of Woodburn and Monroeville schools to have the county department catalogue their school libraries. This work was done as the time permited, the books were classified according to Dewey classification, and a catalogue of all the books made.

Both public and private teachers use library.—During the school year rural teachers are constantly using the branch libraries and the main library at Fort Wayne. The rural teachers are entitled to use any book in the entire library system. Often they telephone or send in written requests for special material or, as a great many prefer to do, they come in on Saturdays and browse among the many books at the main library. Books are mailed out every day in answer to special requests that have come in from teachers and parents all over Allen County.

The public library issues a monthly book bulletin called Library Leaves that is mailed regularly to anyone requesting it. Each month every county teacher receives a copy. Not long ago two

teachers from the rural districts came to the main library to choose some books, and seeing a copy of Library Leaves upon the desk remarked how much they enjoyed it and how they had missed receiving it this year. Upon inquiry, it was found that the copies for an entire school had been mailed each month to the principal for distribution and that it often happened that one or two teachers did not receive their copies. It was then decided to mail separately to each teacher in the county public schools a copy of Library Leaves each month.

There are a great many Lutheran and Catholic parochial schools in Allen County. Until this year only one or two of them had made any use of the service offered by the public library. This year school collections have been placed in many of the Lutheran and in a few more Catholic schools. The teachers in these schools, however, are making more use of the books in the branches and deposits and the children are reading more and more as they find books they enjoy. Many parochial school children read in the vacation reading contest in the summer of 1928 and received diplomas.

It is hoped that in time every parochial child and teacher will accept the service given to their neighbors. More and more the county schools are realizing how much the library can help them in their work and in their recreation.

Schools use branches and deposit stations.—Four permanent branch libraries are maintained in Allen County—Harlan, Huntertown, New Haven, and Monroeville—each housed in a separate building erected on a lot presented to the library board by the town and community residents.

The county branches are closely connected with the main library and there are constant telephone requests for special material. Many of the rural children come to school by bus, and special arrangements are made by which the children may be excused from lessons once a month to go to the branches for story hours.

The branch at Harlan is a 1-story, well-lighted, red-brick building, made attractive by window boxes, low shrubbery, and trees. It contains a reading room, approximately 40 feet long and 25 feet wide, one side of which is fitted up for children's use, with books, low tables and chairs and a bay window with a low window seat. The work with schools, carried on by this branch, is much the same as that of the other three branches. Many requests for books from schools are filled from the library shelves, story hours are conducted for children during the school year and the branch is used as a laboratory for lessons in library instruction, given to freshman and sophomore high-school students. These lessons are conducted by a member of the county department of the library. The children also make extensive use of the branch for reference work in connection with their school projects.

Special exhibits of books are often arranged in the branch libraries and the small towns where the branches are located. During book week in November a window display was arranged in each town where there is a county branch. This year the display was arranged around a map called "book lover's map of America," and brightly colored strings connected each book with either the place it was written about or the home of the author. All displays, holiday exhibits, and bulletins are arranged for and made at the main library.

Besides the four county branches, book collections have been placed in 17 neighborhoods. These deposits operate as small public libraries and are located in stores, post offices, filling stations, private

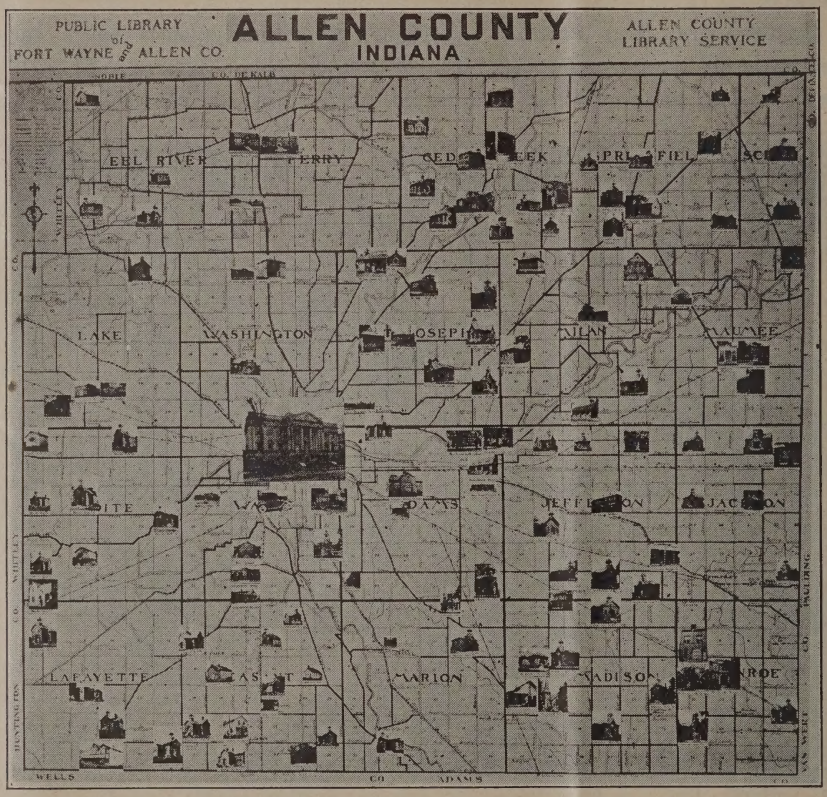
Attractive Harlan branch library used extensively by school children

homes, and other places convenient for the community. Each month an assistant from the county department visits each deposit station, takes a count of the circulation for the month, weeds out the books that have served their time in the community, and leaves a fresh supply of books to last until the following month.

These trips to the county deposits are full of interest and make a close contact between the county department and the communities they are serving. At one deposit visited this month the person in charge told about a little girl who regularly each week walks more than 5 miles to the library deposit to carry a basket of books back to her family. At the Tillman deposit, in a small country store, many

people prefer to get their library books when they buy their groceries rather than get them from the branch library.

Coordinates all library interests.—One of the chief functions of a county library is to coordinate all the library interests in the county. The Allen County library service offers a service of particular value to every library patron in the county, namely, the privilege of borrowing books of unusual interest or on special subjects from the larger resources of the Fort Wayne Library. The same borrowers' cards are



Branch libraries, deposit stations, and agencies serve every part of the county

issued in the county as in the city and may be used with equal freedom. If there is not sufficient material on a given subject the library will call on the State library or other libraries for the information.

There were in 1928 6,742 registered borrowers in Allen County, and of this number 2,058 were added in the past year. The county department reaches all parts of the county, and is the connecting link between the main library and all parts of the county outside of Fort Wayne.

THE RURAL SCHOOL WITH AND WITHOUT COUNTY LIBRARY SERVICE

A survey of rural schools in two counties in California—One with a county library and one without—Shows that efficiency is incomparably greater in the former.

By May Dexter Henshall

County Library Organizer, California State Library

FROM the beginning of State government, California has made provision for school-district libraries. At first the funds were meager, but they gradually increased until at present it is possible for schools to be amply provided with money for libraries.

According to the annual reports of county school superintendents, in the 60 years from 1851 to 1911, hundreds of thousands of dollars were spent in accumulating books in more than 3,200 school district libraries in the 58 counties of California. The school libraries in the aggregate outclassed the Library of Congress in numbers. Unfortunately there was no legal provison for circulating the books outside the boundaries of the respective school districts; consequently there was unnecessary duplication of books and an ever-increasing proportion of inactive ones.

It was made possible to correct the adverse conditions after 1911 by the California county free library law passed in that year, and by amendments to the school library law. These laws made it possible for boards of school trustees to pool their school library funds and to authorize the county librarian to establish a central school library within the county library and to circulate the books to all schools that joined the county library.

Pioneer spirit favorable to success.—It was a new idea and school people looked at it askance. However, California is too young a State to be fettered by precedent and there are always persons with the pioneer spirit ready to blaze a new trail. In 1911 one county, whose librarian and county school superintendent were willing to take the initiative, succeeded in inducing seven rural schools to try out the plan. It was a success. The idea began to spread to other counties. The State library employed a school library organizer who traveled over the State accompanied by the county librarians of the respective counties explaining the plan to the school authorities.

In the beginning the plan was to serve strictly rural schools and improve and enlarge their very limited district service of books, maps, globes, and charts. In the 46 counties of California having county libraries in 1928 there were 2,848 active elementary and high school districts. Of these, 2,423 had joined county libraries. These districts include not only practically every rural school but also many town schools and about 50 rural high schools. County free library service to schools has reached a high stage of development in most of the counties of the State. Not only the town school branches of county libraries but also the most remote valley, mountain, and desert schools have up-to-date suplementary books for classroom use and well-selected children's literature for home reading. Besides books, maps, globes, and charts many schools are furnished by the county libraries with two or three magazines, educational and music records, stereographs, and pictures.

Old and new systems present marked contrast.—Recently the chief of the division of rural education of the State department of education and the county library organizer of the State library made a survey of the school district libraries of 1 of the 12 counties of California which is without a county library, followed by a survey of county library service to schools in an adjoining county comparable in assessed valuation, population, topography, number of school districts, and money expended for school purposes.

These two counties are in the Mother Lode, a mountainous section of California teeming with stories of the days of '49, abounding with tales of the famous bandit, Joaquin Murietta, dotted with ghost towns and deserted mines, filled with the glamour of Bret Harte and Mark Twain, possessed of the grandeur of the giant Sequoias and the witchery of fairy-like caves and delighting the eye with rippling streams and forest-covered mountains gay with wild flowers. Nature has been equally generous to each, but in library facilities these counties are as far apart as the poles. One is without community library service, struggling under the incubus of school district libraries with no medium for exchange of books; the other, pulsing with the life of a vigorous institution—the county library.

To visit one of these old-time school libraries is equivalent to a visit to all of them, for the type of books in all the libraries is the same, the only difference being in the accumulation of years. Among the libraries visited were some eight shelves high and crowded two tiers deep with large numbers of unused books.

Each library had many supplementary books. Some of them dated back to 1880 McGuffy Readers, and others with the stilted style of half a century ago were crowded in with numerous readers representing the changing educational ideas of many years. All

these books should have been circulating and wearing out in service at the time they were serviceable, instead of becoming a worthless accumulation in one spot. Reference books which were far beyond the comprehension of elementary school children were found in great numbers.

In almost every library an amazing number of inactive books by well-known authors caused the observer to wonder if they represented the fine reading taste of early days or simply bore tribute to the ability of book agents. Among the authors and books represented in these elementary school libraries were Darwin's Origin of Species and Descent of Man, Homer's Iliad, Bacon's Essays, the works of Carlyle, Victor Hugo, Dickens, Tolstoi, Cooper, Ruskin, Jane Austen, Owen Meredith, Shelley, Hood, Kipling, Eliot, Hawthorne, Dumas, Irving, Shakespeare, and all the poets from Chaucer to Tennyson.

Among all these books for adults was a sprinkling of children's books for home reading. There were some good children's books, but there was an appalling number of books in series dating from the Jonas Books, published in 1839, and the Pleasant Cove series, published in 1874, to the Boy Scout series and the Camp Fire Girls of the present day. The Dotty Dimple series, Little Prudy series, the Rollo Books, the Elsie Books, the Alger Books, the Henty Books, and other series, both ancient and modern, greatly predominated in many school libraries over the helpful, delightful, wholesome type of children's books.

At the conclusion of the survey a backward look over this county showed a panorama of school libraries similar in type of books and varying only in the number collected. There was a vast accumulation of unused supplementary books, reference books, and general reading which had outlived its usefulness in every school district. There were many books which were still of value if they could be circulated to other elementary schools, to high schools, and to communities. The one medium provided by law for circulating supplementary school books and general reading to the schools of California is the county library.

Efficiency greater under new system.—Each teacher in the county without a county library was asked, "Have you enough supplementary books?" A negative reply was given each time. The same question was asked after we slipped across the boundary line into the next county. Each teacher replied emphatically in the affirmative with the comment, "We get our books from the county library." The schools of this neighboring county were also supplied by the county library with magazines to meet the needs of the children and educational magazines for the teacher. Phonograph records and stereographs were sent to the schools to aid the children in their studies.

Maps and charts were brought up to date as rapidly as the funds would permit. Teachers and children had the advice and assistance of the county librarian.

Home reading was a strong point in the school service given by the county library. All the children of the county were doing home reading. Each school had its classroom collection. The teachers of the county supervised and kept a record of the children's reading. A 1-teacher school with 23 pupils and 8 grades showed a remarkable record in home reading. In the second semester 13 of the children had read from 11 to 20 books and the remaining 10 children from 20 to 42 books of the best type of children's literature furnished by the county library. In the first semester an equally remarkable record was made. Good books solved the question of leisure time for these children. Teachers find that pupils who have the reading habit advance more rapidly in their studies than those who do little general reading.

Using the question of cost as a measuring stick, it may be interesting to compare the expense of school library service in a county without a county library and in a county with a county library. The county school superintendent's report for 1926–27 in the county without a county library showed that the elementary schools had spent for library purposes $2,134.76, and the high schools $1,108.18, a total of $3,242.94. The annual report of the county school superintendent in the county with the county library stated that $2,678.54 had been spent for library purposes by the elementary schools and $881.40 for the high-school library, a total of $3,559.94. The totals show that each county spent practically the same amount.

Because the inefficient, wasteful school district library system is still in vogue in one of these counties, the school library funds of that county brought merely a small amount of fresh material to each school, which was used for a limited time and then put to sleep upon the shelves of the respective school libraries to augment the constantly increasing number of dead books. Under the direction of a trained librarian all would be sent on to other schools to be used.

In contrast to this, the school library fund of the county with the county library is invested in books, magazines, music records, and apparatus for the use of the children of all the districts. Under the supervision of a trained librarian this material is kept in circulation and gives the maximum service for the money expended. Coordination of all the school district libraries through a central school library department within the county library has been an outstanding achievement of California county free libraries.

VIRGIN FIELD FOR COUNTY LIBRARY SERVICE

The Harris County Public Library in Texas which began as an experiment in 1921 has now become a vital educational and social factor in the county.

By Ruth Underwood
Librarian, Harris County (Tex.) Public Library

TEXAS is almost a virgin field for county library service. It was even more so when the Harris County Public Library was established in 1921. The campaign for a county library began in this county when it was brought to the attention of one man that the aim of the average rural family was so to arrange business and finances that it could move to a near-by city. This man realized that such a tendency was undermining rural life by making it transient, and thus depriving many families of the chances that rural life holds. He made an investigation as to possible advantages that could be extended to the people of our county and, quite by accident, learned of the county library system.

Small appropriation as an experiment.—Immediately he began to bend every effort to develop a consciousness of what this system might mean, and through an active dairymen's association, succeeded in creating general interest in library service. Through the librarian of the Houston Public Library, he made his approach to the commissioners' court. This court was made up of a group of far-sighted men who readily saw the possibilities of such service. However, they were not entirely convinced, and it was with admitted skepticism that they agreed on an appropriation of $6,500 for the experiment of county library service for a year.

Immediate response to suggestion of service.—The Harris County Public Library began active work with the appointment of its librarian in May, 1921, and the phrase "library service" flashed throughout the county with little need of conscious effort. Petitions for collections of books came from communities and schools, large and small. At the close of the year 26 active library stations had been established, 3,455 volumes placed in the library, and 19,574 volumes circulated. And this year closed with only six months, July to December, of active service.

The commissioners' court then agreed that its experiment had been a success, and for 1922 set aside $12,000 for the maintenance of the county library. Service and budget have grown steadily, and with

the close of 1928, the library had a book collection of 30,856 volumes, and circulated 155,381 volumes at a cost of $22,231.99. The budget allowance for the year was $22,500.

In library service the measure of growth is increased circulation, and we know how inaccurate circulation figures are. Johnny takes home a book, the entire family read it—and the library from which it was borrowed adds one to its circulation. This library has seen growth in circulation, but it has seen even greater growth in the quality of reading its patrons do and in the standardization of its service.

Rural people do not have the numerous advantages and diversions that the people in the large towns and cities have. They have much to compensate for the lack of these things, but their acute need is of that diversion, wholesome recreation and pleasure, which people living in a city have so many opportunities of finding. For this reason their reading is perhaps more of a recreational type. It takes the place of a movie, of a concert, and of other forms of diversion.

One of the greatest services that can be rendered, therefore, is to afford them wholesome recreation. To say that this is the first aim of the Harris County Library would be untrue, because great emphasis is placed on the educational facilities offered, on its effort to supplement the common school, and to serve as a continuation school for adults. Its service attempts to add happiness, to supplement the life and education of each individual and each school, and to offer the opportunity for culture and higher education.

School often the community center.—Of the Harris County Public Library's 73 stations, 54 are in schools. Many serve communities in which the school is the only center, where there is no post office, or store, or center other than the school in a radius of many miles. The schools in this type of community are small, with perhaps one or two teachers and a few children. In such communities our collections of books are proportionately small. The smallest collection we have in one school is 32 books that serves a school with one teacher and an attendance almost entirely of Mexican children. Here the books are used in the school only, and no home circulation is allowed. Few if any, of the parents read English well enough, or Spanish either for that matter, to justify extending book service to them.

The largest book collection we have in any school is 729 books in the high school of a community that boasts of brick buildings for both the grammar and the high-school students, and perhaps more than a dozen teachers. This library, however, is open to the community only by permitting students to take books home for their parents to use.

The size of the book collection, as well as the type of the collection, varies with the school and with the community, for needs are vastly different. Some have built up school libraries to meet the school

need; some have attempted to do this but need material to supplement their own collections. The county library staff is helping all it possibly can, even to the point of working over libraries that are in bad condition, classifying their books, and cataloguing them.

Wherever the school does not actually need a library located in its building, every effort is made so to locate it that it will be available to the community as well as to the school. This results in extending book service. Many parents and the community in general do not use a library station located in a school building. There are many reasons for this, some of which lie in the parents, but many lie in the teachers and our "systematized" schools. A psychologist would have to decide where the fault lies and suggest a remedy.

The general routine of school life is supplemented not only by books from the county library, but also by occasional story hours and informal picture-book hours. These are particularly necessary in extension service, because there is little variety in the life of a distinctly rural community. They offer diversion and introduce a better type and a wider field of reading and recreation.

Many schools have adopted a "library hour." This is in connection with English work, and is usually planned for the last hour of Friday afternoon. The program consists of reading to the class some interesting book or parts of a book pertinent to some phase of current interest—something instructive and with general appeal. The hour is generally closed by delivering books for home use.

Service extended to county through branches and personal contact of librarian.—The rules for borrowing from this library are the same as those of the average public library, though perhaps they are a little more lenient here since our public is scattered and must depend upon many forms of transportation.

The central office is located in the courthouse in Houston and, although it is principally an administrative center, it is open to the public daily except Sunday from 8 a. m. to 5 p. m. for reading and for the circulation of books. The library stations are open for circulation regularly at certain times during the week. The number of hours depends on the community the station is serving. All stations, however, are open at least one afternoon or morning (three hours), a week, and a few branches in the larger communities are open daily for circulation. Each station is visited by the librarian once every six weeks or oftener, and a special visit is always made if it becomes necessary.

Except in a few large communities where full-time work is necessary or where many books are overdue, we depend upon voluntary custodians. For this reason constant supervision is necessary. In practically every school that has a collection of library books for its own use the teacher serves as librarian.

The county librarian or an assistant attends all teachers' institutes within the county and all affairs of general community interest, and in this way the library becomes identified with every phase of community life. It is the privilege of the librarian to say that we have had splendid cooperation from teachers, principals, superintendents, and parent-teacher associations throughout the county, and to this cooperation the library owes much of its growth and success.

Human interest of readers stimulates efforts of librarian.—The life of a county librarian is full of incidents of human interest. Recently a little woman, crippled and worn, the mother of six youngsters of ages from 6 months to 8 years, told me now much she appreciated a package of books I had sent her, because her husband was not nearly so cross when he had to wait for his supper if she could give him a good story to read.

A boy of 12 attracted my attention recently because I had noticed repeatedly that he selected books that could be of little interest to a boy. In talking with him I discovered the reason, and a very grave one it was to him. If he took home the books he really wanted to read, he had to wait until his father read them before he could begin, and his defense was to take books that did not interest the father so that he could read in peace.

In an oil town the other day a boy returned Kim with the remark, "Gee, but that's a good book," and in our talk about Kim he told me that he had read also the Jungle Book and Captains Courageous, and "if that man ever wrote any other stories I'd surely like to read them." It was in this town, too, that a boy watched us open a box of books and saw among them a copy of Swiss Family Robinson. He had read a chapter of this in a school reader, and was surprised to find that there was a complete story; he eagerly took it home with him. Boys of the same community like Altsheler, Heyliger, and Barbour, too, and men are interested in Browning, Knibbs, Greer, Wordsworth, and particularly Service. The same men enjoyed Franklin's Autobiography.

Patrons generally read and relish Curwood, Oppenheimer, Van-Dine, Grey, Porter, etc. Sabatini titles are never on the shelf. A woman's club is studying interior decorating; another, contemporary artists; a high school reading club is doing "background reading," catching up with the reading they have missed and need. Such interests are typical. They are met every day; they lend humor and pathos, and they stimulate one's desire to work.

Librarian cultivates self reliance.—Our library stations are reached by automobile; a bottomless mudhole, a flat tire, a dead battery, are all a part of the day's work; and only since we have been a county librarian have we learned the difference between rain-soaked coils, and a locked starter. And since then we have learned to crawl under

a car and to change a tire. All this must be done, for we have lonely roads on which there is sometimes not a passer-by for intervals of several hours. We are not adventurous motorists, but it must be kept in mind that our library work was begun as an experiment, and in making good there are many things to do besides charging books.

We have talked books, told stories, shelf-listed, washed windows, and have attended meetings and entertainments at all hours. We have developed a strong right arm by chauffeuring and by carrying first bundles and then boxes of books. We get help from everyone and meet the most willing and cooperating public that can be found, but when things have to be done and there is no one to help, we do them. And like a sturdy child we are continually outgrowing our clothes.

In many ways our service and methods are still crude. Every effort is concentrated on getting the right books to the right people at the right time. Every way of doing this and affording year-round service is utilized. The service is, of course, less crude as time goes on, and to-day we have community library buildings in 5 of our 73 communities. With the exception of two these libraries are financed and built by the communities themselves. Of the two exceptions, one is in a large community, in a brick building on the main street, and was the gift of an interested citizen. The other is in a suburban community developed by a Houston real-estate firm, and they have remodeled their field house according to the recommendations of the county librarian for a community library.

The library center is the gathering place for the people of the community in which it is located. It is the common meeting ground, and serves a social purpose as well as an educational one.

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BOOK SERVICE TO SCHOOLS

County librarian of Multnomah County, Oreg., travels up hill, down stream, and into the forest primeval, bringing books and the library atmosphere to children in small country schools.

By Anne M. Mulheron

Librarian, Library Association of Portland

MULTNOMAH County, Oreg., covers 450 square miles of territory. For the most part the county is comparatively level, although its hills rise to 500 and 600 feet, and its few small mountains reach a height of 2,000 feet. In general, the activities are agricultural, with farms not too far scattered; but about one-tenth of the area of the county is in national forest. The city of Portland, lying at the extreme western end of the county, with a population of approximately 340,000, covers about one-eighth of the entire territory of the county.

The Library Association of Portland, which is the Multnomah County Free Library, gives book service to the entire county. Outside the city of Portland, where naturally the work is concentrated, the larger part of it is done through county schools.

In the city the library provides class-room libraries for grade schools and high schools, and, since the platoon system has been in effect, it has supplied books to libraries in platoon schools

Collections of books for county schools.—Each county school is supplied with a collection of books specially chosen to meet its peculiar needs. These are distributed to the separate rooms, and last year 217 collections, including 5,413 volumes, were sent to county schools.

Up to 1924 when the majority of the schools had but one teacher and one room, the box included a general library of about 30 books which aimed to include things of interest for the entire school.

As the years have passed these 1-room schools have almost disappeared, so that to-day there are few of them in Multnomah County. Instead of the tiny buildings with dingy front yards, a flock of dinner pails and coats in the entrances, bad ventilation, central heating plants in the form of old-fashioned wood stoves in the middle of the rooms, and mediocre pictures on unattractive walls, there are

to-day many cement and brick schools of the finest type with all the modern improvements which are demanded in our city schools.

Books which are selected and sent to classrooms in the 45 schools of Multnomah County outside of Portland are, with about two exceptions, the only libraries to which the children have access.

Of course, whether or not the children read the books depends almost entirely upon the teacher. An enthusiastic teacher will always make readers of her children, and it is pitiful to contemplate the state of affairs when a diffident or nonreading woman is in charge. These children, isolated in many instances from other children and from amusements, naturally turn to books if exposed to them, but if books are shut up in a case and never referred to they can not be expected to become enthusiastic readers. Fortunately, this seldom happens and for the most part teachers are not only eager to have their charges read the books in their collections but request additions to supplement them during the year.

Majority of schools visited twice annually.—The head of the school department of the library association has always taken these county schools as her especial charge. With 76 schools in the city and 45 in the county, and with extremely inclement weather during much of the school year, it is sometimes difficult to do personal visiting; but at least two visits are made annually to all county schools except a very few. About three of the schools are in the primeval forests of Multnomah County and off the good roads, and, unless the trip is undertaken early in the fall before the rains soften the woodland tracks, it is almost impossible to reach them. To reach one of the schools necessitates travel for at least three hours over the most thrillingly scenic mountain roads, so narrow in spots that two cars can not pass, so lonely in other spots that it is miles between houses, but so heavenly beautiful almost all the way that there is a perfect succession of exclamations of admiration and wonder. In the lumber mill at the top of the mountain is the school, reached by about 150 steps, and here there may be anywhere from 3 to 20 pupils.

Another school is located on an island and only a few times in the history of the library has this school been visited. The drive to it is not so many miles (along the Columbia River on the Washington side), but one must take a chance on making connection with a rowboat which eventually reaches the island. This is an entirely agricultural territory, and there may be a very few children in the school, or again there may be a respectable enrollment. When a library visitor can not reach them letters telling about the books are sent and the teacher is reached when she comes to teachers' meetings at the county superintendent's office.

The visit of the school librarian, in the remote school especially, is an occasion of great rejoicing. In the first place, she is one of the very

few people who visit them; and second, and perhaps most important, she has a story for them. Her main object is to stimulate an interest in the books which she has sent, and she tries to accomplish this by short talks on as many books as possible. Then she explains about the reading certificate, a device to encourage home reading, resorted to in schools remote from branch libraries and city facilities. If a child reads five books from his school collection and reports on them either in writing or orally to the librarian when she makes her spring trip, he is awarded a certificate. It might be interesting to note that about 35,000 books a year are circulated to the county schools.

To the high schools in the county, three in number outside of Portland, special service is also given.

During the summer, when schools are closed, the library operates its book wagon over so many routes that practically all school districts are touched once every week, or at the least every two weeks. The books supplied both in winter and in summer are of a purely recreational nature—that is to say, they are chosen with the idea of stimulating the reading habit, but in no sense are they all fiction. They are books of all classes, chosen from the best in children's literature. All collections are selected to form a well-rounded library and by a scheme of lists they cover a range of literature which enables a child to have a chance to become acquainted with a great many books during his elementary-school life.

Desk libraries provided for teachers.—The teachers have special privileges in their teachers' reference or desk libraries. At the beginning of the school year they pick out what they need for their own use—not books on methods, but texts or material to supplement their own texts. They may keep these small collections for the term or the year, and they are always welcome to choose additional titles from the school-department collection.

During the past year 131 teachers' reference libraries, containing a total of 2,272 books, were sent out. The school department of the main library, with its staff of trained librarians, has a full and adequate collection of books on methods and pedagogy in general, as well as thousands of well-selected and nicely mounted pictures. These are all at the disposal of teachers in the county, as well as of residents of Portland. As Portland is about the only place to go in Multnomah County, the teachers from even the remotest schools come to town more or less frequently, and most of them find that a 15-minute visit to the school department of the public library on Saturday mornings keeps them well supplied with all the teaching aids they need.

JOY OF READING FOR RURAL CHILDREN

Trained field supervisors of the county department of the Cleveland Public Library bring joy of reading to children in the schools of Cuyahoga County, Ohio.

By Margaret E. Wright

Head of County Department, Cleveland Public Library

NO classroom in Cuyahoga County, Ohio, is conceivable without its corner filled with books from the county library to supplement the lessons, as well as for pleasure reading.

Some of the principals told us after they had classroom collections for two years that there was marked improvement in the reading of the pupils and in the kind of books they read. The school supervisors say that it no longer a common occurrence for teachers to find pupils reading dime novels or cheap magazines. There are too many books on the schoolroom window ledge that are more attractive.

The Cuyahoga County Library has been organized since 1924 as a department of the Cleveland Public Library, extending that service to the towns and villages beyond the city limits. Every school in the county, public and parochial, is receiving library books either directly through the school or from one of the 11 county branches in the large towns.

"Where are those long lines of boys and girls going?" "Oh, those are classes sent to the public library for library instruction, reference work, or the ever-popular story hour," replies a citizen quite accustomed to the sight.

If a school building is less than a mile from a town branch, the children are taught to know and use the public library. Small collections of reference books are loaned for each teacher's desk, but special shelves for supplementary reading are kept at the library and the children come singly or in class groups during school hours. At any time of the school day, a visitor may find a class seated at the library tables, busily at work on lesson assignments or receiving informal instruction in classification and use of the catalogue, index, and other reference tools.

Supervisors work with branch librarians and school staff.—The county library can not at present afford a trained librarian even for

every branch; certainly not for each school library, so we have appointed trained and experienced assistants as "field supervisors." Each has charge of a district. This means she is to advise and work with the local branch librarian and the teacher-librarians in her district. These supervisors spend about two-thirds of their time in the field, actually working at the branches or school stations, in order that they may learn to know the public and the teachers personally. The remaining time is spent at headquarters, selecting books.

Each new consolidated school building provides a library room, but too often an already overburdened teacher is made librarian, giving one or two periods a day to that work. Naturally she has little time, even if she had the preparation and specialized knowledge of books, to do much more than hand out books. Not enough can be said for the fine type of teacher, who, without compensation, is giving of her time and strength to further the children's education by opening to them the wider horizon possible through library books. Some teacher-librarians are solving our need of trained assistants by taking summer-school courses in library work. In the meantime our field supervisors are developing the school libraries, giving instruction and book talks, holding conferences with teachers; and they are receiving the support of the mothers' clubs and parent-teacher associations as well.

The neighborhood work has not been a great success in the school stations, but the children can and do take books home for their parents to read. A fifth-grade child is doing some "adult education" of her own. She has succeeded in getting her seemingly indifferent father and mother to read; and now her mother says, "L—— will get ahead of us if we do not read more!"

Each supervisor has the use of the library automobile once a week, to enable her to visit all her stations in the one day, to call upon the teachers in the small buildings, and to arrange for desired changes in classroom sets, or to make home visits to collect long overdue books. On other days she goes directly by car or bus to some one of her agencies and spends considerable time there in personal work. In addition to the passenger car, a truck is used for delivery of large shipments.

Perhaps the biggest piece of work of the past year has been the assistance given to the county board of education in its work of curriculum revision. The school staff has given us every opportunity to work closely with them for a better county course of study, wherein a variety of library books, not merely texts, will be used. We were asked to prepare lists of outside reading on each subject as the school committees worked on their outline. Occasionally the chairman came to the county library to examine the books held

there for him. These lists of books as finally tested out will be included in the printed course of study for all Cuyahoga County schools. Already the use of nonfiction books in the schools has jumped one-third to one-half, as more outside reading and reference is demanded of the children.

During the 1929 meeting of the department of superintendence of the National Education Association, the transportation project of one of the Parma schools was exhibited as an example of social science work. For the details, from the miniature ancient oxcart to model airplane, library books had been enthusiastically consulted, the children discovering many surprising facts that we have here no space to relate.

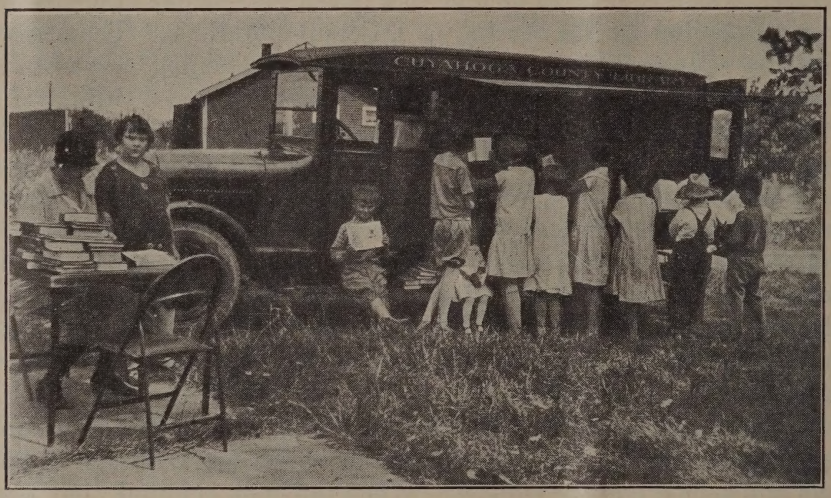
Older boys and girls reached through library clubs.—Reaching the older boys and girls through club organization offers varied possibilities. Groups of three or four to a dozen high-school students are often appointed by the teacher as assistant librarians. These meet with the county library supervisor for special training, not only in library routine but in book knowledge as well. At Strongsville School a library club was organized and members were appointed to various library duties; an overdue clerk, whose business it is to get in all the overdue books; a daily circulation report clerk, to count the circulation each day; and another clerk to take care of registration and of writing readers' cards. Interesting book discussions are held and the merits and demerits of stories recently read are brought out. There are also regular programs in which they recite poems, read parts of books, tell stories, and if there is time, they play the "library game."

In this game half the class become teachers and the other half pupils, each child being given cards on which are requests to find such and such a book or subject. When the book is found, they take it to one of the "teachers" for approval. The "teacher" then returns the book to its proper place on the shelf. The club likes this game, which has a twofold purpose—to give pleasure, and at the same time, teach classification. The club arranged a clever program for book week, pantomiming parts of various books and having the audience guess from which each came. It was not difficult to guess Rip Van Winkle, or the Birds' Christmas Carol; and the Legend of Sleepy Hollow was graphically represented when the horseman, as he went over the bridge, had a real pumpkin head bounced at him.

Books promote club work.—The same club put on a Christmas program, and the French Club sang French Christmas carols borrowed from the county library. The county field supervisor followed old Santa Claus from room to room and told Christmas stories suited to the elementary grades. A number of parents were present and they listened as intently as the children.

One favorite observance of book week is to enlist the club members to interest other students in the books which they themselves found entertaining and worth while through the club's reading and discussion. The little folks concentrate on inviting their parents to come to the library and inspect the books available for adults. Circulation in one school increased from about 200 a month to more than 900 under this plan.

Since there is no regular librarian in the several schools, it has seemed better to limit the use of the school libraries to the junior and senior high grades; classroom sets of 40 or 50 books are sent to the younger children, for their own teacher can better give them the personal help needed for guidance of their reading tastes, but even here the county supervisor often stops for a talk on books suited to their years.



When the blue library truck casts anchor in the school yard out come table and folding chairs to serve as a charging desk.

There has been one outstanding exception to this plan in an experiment tried at State road elementary school in Parma. A library room was furnished with the idea of making it attractive as well as useful. Round walnut tables, chairs just the right size, and delicately colored pictures bear out the principal's belief that beautiful surroundings as well as books may mean much in the lives of children. The principal herself acted as librarian until the scheme was fully organized; then a high-school graduate was employed as part-time clerk in the office and part-time librarian, working under county library direction.

Distribute books during summer vacations.—When schools close for the summer, our big delivery truck is fitted with shelving that opens from the outside—and the mountain goes to Mahomet. Books are taken to the scattered rural population who can not be reached in

any other way through the vacation weeks. The truck carries approximately 500 books, adult on one side and juvenile on the other, with a few in foreign languages tucked away as a surprise. On our first trip we were met with guns, having been mistaken for the Cuyahoga County dog catcher's wagon, but large gold lettering on the side—"Cuyahoga County Library, free service. Books for grown people; books for boys and girls,"—has removed this element of risk.

Permission is given to cast anchor in the school yard, and each week at the appointed day and hour a little drama is enacted under the trees. The large blue truck appears, stops, sides are unlocked, and out come card table and folding chairs to serve as charging desk. Then the horn is sounded, and promptly comes an answering yelp as the advance guard of dogs is followed by their juvenile masters and mistresses, with parents bringing up the rear. When books have been selected, all, including the dogs and often a neighbor's friendly red cow, settle in a comfortable spot and the librarian begins those mysterious words, "Once upon a time." In the more scattered communities a stop is made on the village green as well as at the schoolhouse.

One thing has been proved conclusively; it is much better for the book car with a trained person in charge to make one hour's stop each week in a community than to keep the school station open from two or three hours with an untrained person in charge. Everybody welcomes the book car. Many orders are taken for books that are not carried, especially on such subjects as child care, dressmaking, and fancywork. Very few men come to the car, for summer is the busy season in the country, but they send their requests by their wives and children. The people in the communities visited appreciate it and ask again and again, "Are you coming back next year?" A priest, when accosted and asked for permission to let the children come to the book car after catechism class, was heard murmuring as he drove away: "Yes, yes. Certainly. Never heard of anything like it. Fine! Come again."

NEW WAY VERSUS OLD IN SCHOOL LIBRARY SERVICE

Since county library service has been provided for the schools of Hennepin County, Minn., constantly renewed collections of well-chosen books have replaced the out-of-date books that formerly made up the school libraries.

By Gratia A. Countryman

Librarian, Minneapolis (Minn.) Public Library

HENNEPIN County Library, Minnesota, in its service to the rural schools of the county differs in no essential respect from the work of any city library for the public schools. The purpose of each is to put good books into the hands of children and to make them enjoy reading, and incidentally to send books into the home for the larger circle.

Not all of our people live in reach of a public library, and some way must be found to take the books to them. If books are important to the children in a city they are just as important, or more so, to country children. Families living in more or less of isolation should in justice participate in all of the opportunities to become intelligent citizens.

Beginnings of county service.—This has long been the fixed idea of the Minneapolis Public Library. It began in 1915 to lend books to citizens of Hennepin County, the county in which Minneapolis is located. Hennepin County contains 565 square miles; the most distant point is about 40 miles from Minneapolis, which is on the extreme eastern border of the county. Only near-by residents took advantage of the privilege of drawing books on borrowers' cards, and very few of these were children.

Finally, with the aid of a very small sum from the county commissioners to pay clerical help a limited service was extended to the rural schools and to the village libraries. The result was that an appetite for books was created. After seven years of almost free service, the Minneapolis Public Library Board had to tell the residents of the county that the expense was becoming too great for the library to carry, and suggested that they apply to the county commissioners to levy a county library tax, as allowed by law, and to make a contract with the Minneapolis Public Library.

Under the leadership of the county superintendents of schools the people cheerfully sponsored the idea. In 1922, the county commissioners levied a 1-mill tax and have continued to do so annually for the past seven years.

County library and school officials cooperate.—Since the county library was established, the work with the rural elementary schools has been organized in close cooperation with the county superintendent of schools. State library aid is granted to these schools and wherever the local board has taken advantage of this grant, the superintendent has used this very small fund for supplementary material and permanent reference books. The county fund has supplied a carefully chosen collection, changed frequently, of circulating books

The truck makes monthly visits to every school in the county

for both teachers and pupils. Where additional reference tools were needed, the county has supplied those freely.

In a recent visit to the various schools, I could but compare the looks of the present collections of orderly, well used but well kept books with the dirty out-of-date and often ill-chosen books huddled in disorder on a back shelf or closet which we found in these same school buildings when we first began our county service. There was no comparison between the children's attitude toward this constantly renewed clean school library and the disgraceful remnants of books which used to serve as one.

Each one of the 82 elementary schools is visited monthly by the county director and the book truck, roads and weather permitting. These schools vary from 1-room ungraded schools, on out-of-the-way ungraded roads, to modern well-organized schools in new and well-equipped buildings. The county director is a trained librarian with much experience and an infectious enthusiasm. The book truck is provided with shelves and carries about 500 books. The director travels on a scheduled route, so that the teachers know when to expect her. Often the director receives messages from the teachers telling of special titles or subjects which they will want on the next trip, and if possible all of these special requests are included on the book-truck shelves.

When the truck draws up at the front door of the school, especially if it be a small school, teacher and pupils come out with enthusiasm to exchange their books. This is the opportunity for guidance by a trained library director. She has already chosen the books carefully with reference to the schools to be visited that day; then as each school begins to choose its month's supply from the book-truck shelves, she judiciously recommends this or that for the particular needs of that group of children. So well has she learned the characteristics of each school and the type of the teacher that she knows just what will please them. All of the children call her by name and look forward to her cheery visits. Usually she carries away with her a list of titles which the school will need before the next trip, and these are sent by parcel post from the county collection upon her return.

The only criticisms which the superintendent of schools has offered are that the visits to each of these 82 schools can not be made oftener than once a month, and that the director can not stay at each long enough to give a talk on book appreciation. The superintendent often speaks of the enrichment of the curriculum and the many opportunities which have been given to the teachers through this traveling collection of county books carried to the doors of the schoolhouses.

History, geography, and English are made vivid by historical stories, biographies, stories of other lands, and good editions of classics. Children with mechanical minds have how-to-make books, and the fine recreational books widen their horizons and stimulate their curiosity. Home reading has been developed and encouraged by the county library so that older members of the family get the benefit of the school collection.

Teachers and school librarians visit library frequently.—Every Saturday, many teachers are in the county room going over the shelves for special material. As the city library is open to the county residents, the teachers are at liberty to borrow much material which the county library can not furnish. There are music and lantern slides for a school entertainment; there are books on costumes if the

school is going to put on a little play; there are dozens of pictures on nature work—birds, trees, flowers; there are photographs of famous places and buildings.

All of this wealth of material may be borrowed by the rural teacher as well as by the city teacher, because there is a county library administration in conjunction with a city library. Perhaps no service to the schools is so important as is the interest and inspiration given to the teaching staff through the library.

As a rule the teacher or principal is in charge of the collection of books which is loaned to her school, but in the larger elementary schools having several rooms the county library has employed a librarian who is on duty certain hours a day. These librarians are most zealous, often visiting the county headquarters several times a week to get material for the teachers, especially if there is a rush call. Just as in the city the librarian does not always know in advance what subjects the teachers will assign, and every child will come for the same thing at the same time. A librarian who will make extra trips into town for hurry-up calls is a boon to any country school.

To guide the summer reading, the lists of books for the "vacation honor reading" which are used for the Minneapolis schools are distributed through the rural schools. Although the schools are closed, many of the children are reached by the book truck if their homes are on the scheduled route, and they often borrow books of their neighbors when they live on the side roads. Of course many of the children work on the farms during the summer and have little time for reading, but it is surprising how many read a goodly number of the books on the honor lists and are ready to report in the fall.

Summer reading and library branches in larger schools.—A certificate is given by the Minneapolis Public Library to each child who completes a specified number on the list, and can intelligently report on the books read. A growing number of country children win these certificates each year.

The director of the county library gives a talk each year to the teachers at a meeting held in the county superintendent's office and appears occasionally on the programs of the parent-teacher meetings in the county.

Library branches in village and consolidated schools.—Besides this direct contact and service to the elementary district schools, there are the schools in the villages. Branch libraries are maintained in all of these, with comfortable reading rooms, a permanent collection of books, and a librarian. These branches give the usual library service. The county tax supports these village libraries and provides the books necessary for school work. The general county book collection and the Minneapolis Library can always be called upon to supplement the county branch collection.

In each of the large consolidated high schools the county library has established a branch with a combined school and community service. The local school board furnishes the room for a library and enters into a contract with the county library jointly to pay the salary of a librarian and to turn their State-aid library fund to the county library. The county uses this school library fund for books requested by the teachers for school use and adds many other titles, both for school and community use. Loans are also made from the general county collection. Our very best and most adequate branch libraries have been built up in these consolidated high schools. In two of them the school librarian has taken charge of the grade schools in her district as a subgroup. In these high-school branches regular library instruction in the use of library tools and card catalogues has been given to the students. Boys' and girls' clubs have been formed in almost all of our rural high schools, and these farm interests are aided by up-to-date agricultural books.

County system improves service to schools.—It is amazing to us who are librarians and who value books so sincerely to find that in many homes of well-to-do people in the country there are no books, no magazines, and sometimes no newspapers. The county books in the school library which are taken home week after week have developed and encouraged home reading in the family circle. It is hard to say which is more valuable to the child, the use of books in connection with school work or in home use, which stimulates the idea of having reading matter on the home table.

The story of our work for rural schools is a repetition of our work for city schools carried on with as little red tape as possible. The children do not have borrowers' cards, and the teachers keep very simple records. There are yet many things to be improved. The county tax is not sufficient to buy enough books nor to hire enough trained librarians. At headquarters there are not enough people to give as efficient help to the teachers as the cause deserves, but, all in all, the children are getting more books and the teachers better personal assistance through the county system than they ever had before.

COUNTY LIBRARIES AND RURAL SCHOOLS IN NEW JERSEY

Passage of county library law in New Jersey brought about by survey of school library conditions. Reading comprehension of children and teaching methods have improved in counties with county libraries.

By Sarah Byrd Askew

Librarian, New Jersey Public Library Commission

NEW JERSEY is a great mixture of old and new. In one county the changes can only be exceeded by those in New York City. The school built year before last, to take care of an estimated growth, must this year have an addition to take care of double the number of pupils; and the carefully planned curriculum for an all-American farming district must be adapted to the immigrants who are replacing the Americans. One county contains a fourth of the population and has all paved streets, another has only 11 per cent of the land taken up, and one must travel through miles and miles of sand and pines between houses and schools. In antecedents and customs the northern part of the State is closely allied to New York and Pennsylvania, and the southern to Virginia.

In some counties "rural schools" differ only from urban schools in that they are not in crowded centers. In other counties, because of roads and ways of living, little schoolhouses are scattered among the farms, in the valleys, through the woods, and between the mountains and the river. Sometimes these different conditions apply in the same county. Some counties have a fringe of well-populated territory on seashore or river, and a thinly populated area stretching back for miles. In some counties there are large cities which are not homogeneous with the county. In other counties, city and country often feel and act as a unit.

A school library census in one county.—In 1918 the librarian of the Public Library Commission of New Jersey, with two helping teachers visited schools in one county which has a thickly populated region along a river, and stretches back miles through a rich farming district, through less productive regions, pine barrens, and sand dunes to the ocean. The helping teachers felt that something was wrong with the reading ability of the children, and wanted the librarian to look over

school libraries. They visited schools of all kinds—from big consolidated schools with the last word in equipment, to tiny 1-room schools away back in the pines, miles from the railroad, with homes too far apart for the children to be transported to consolidated schools. The majority of schools had spent some money each year for books, but rural schools could not be said to have libraries, though they had a few books. They had spent more money per pupil than the large schools, but had only a shelf half full, for all grades. The rural-school children, just as intelligent as urban children, were two years below the average in reading ability. Surrounded by holly thickets, cedar swamps, pine forests and sand dunes—lovely but isolating—the children and their people were losing the very essence of education.

From force of circumstances they were accumulating in school only a collection of facts, often unrelated to their lives. It did not seem right and reasonable that books should be standing unused in one school that were needed in others, nor that poor schools should spend money and get almost nothing for it. The helping teachers decided that something must be done to "equalize educational opportunity" in this vital matter of books in schools. They started the ball rolling, and finally all the educational and welfare agencies of the county began to cooperate in studying the situation.

Reading comprehension tests in two townships.—To prove the need of library service to build up reading comprehension, a study was made in two townships—one with library service, and one without. Similar collections of new books were placed in the seventh and eighth grade schools of each township. The books were carefully selected to meet every taste, and were suited to ages of the pupils—books which had been used and enjoyed by average seventh and eighth grade children in communities accustomed to library service. They were not so much books of "mere information" as stories of adventure, travel, things to make and do, and books telling about the things around them. The children were each asked to select a book, to read it all by themselves, and either to write a composition or give a talk about it at the end of the month.

We asked for either a composition or a talk because some children as well as some adults, can talk when they can not write, and many can write when they can not be articulate. Teachers and parents promised not to help them. In the township where library service had been long established, the children enjoyed the books, wrote compositions, and gave talks of average originality and ability on the book selected; and asked for another "demonstration" so they might have a second new collection. Of course there were a few, perhaps 3 per cent, who did not do the job even passably well.

In the other township, with children just as intelligent, but more remote and without any but the most sporadic library service, the

story was different. Not one single child was able, from the reading of a book in the first collection, to comprehend, assemble, and digest ideas sufficiently to give even a passable original talk, or write a passable original composition without assistance. We then put in books that are used in libraries in schools one grade lower located in communities accustomed to adequate library service.

One-half of the children then were able to choose a book, read it with comprehension, and give the class an original talk, or write an original composition from the ideas so gained. We came down to books used in fourth and fifth grades before all the children were able to do the job passably well. Parents were invited to a meeting, and by means of a chart results of the study were shown. A red line gave the average reading comprehension of children accustomed to books and reading; a green line, a grade and a half below gave the average reading comprehension of their children. It was emphasized that their children were just as bright, just as quick as the others, but that comprehension of music, cooking, and all other worth-while things is a product of intelligence and aptitude plus training and practice. It was also pointed out that they were paying $40 a year for each child in school, and that a grade of a year and a half below the average was costing them $60 per child, at an expense to the township for those two grades of $1,440. A boy at the back of the room rose and said, "You can add to that my extra year in the first grade of high school, caused by my not having had the books I needed in grammar school, and that will make it $90 more."

The people of the township were willing that this story should be told. It caught the attention of all, and the county begged the Public Library Commission to work out some plan for the "unification" of library interests. Much study and many visits were made before New Jersey's county library plan was worked out. It must suit many needs, many people, and fit in with many laws, and much precedent. It may not suit any State except New Jersey, which is small and compact, with only 21 counties, and therefore can do things slowly, county by county. The law was carefully drafted and made as simple as possible to avoid complications.

"Permanent loan" reference library for teachers.—It was decided that every school teacher needed certain "reference books" always with her. These were not necessarily encyclopædias, but books constantly needed. There were to be at least 10 such books for each grade, selected in collaboration by the county librarian, the teacher of the school, the helping teacher, and the county superintendent.

This collection was called a "permanent loan," but with the understanding that, if deemed desirable, any book so chosen could be exchanged for another book. In one case a supervising principal

wanted a clean sweep, and every book in an 8-room school was changed. We adopted a slogan, "Any book you want, as long as you want it, and no longer than you want it." The fact that books are chosen by the teachers, helping teachers, supervising principals and county superintendents in collaboration with the county librarian, has added greatly to popularity of the libraries, and resulted in a zest in the study of books.

Teachers remark many times that librarians usually do not want to help teachers by giving them what they need but by giving them what the librarians think they need. In order that books supplied may exactly meet the needs of teachers, before purchasing a book librarians devote one month (usually May) visiting schools. Painstakingly each school need is reviewed, children studied, teachers, helping teachers, and principals interviewed, their lists conned with them; and then order is placed for the "permanent collections." In the last county organized, the schools received 16,000 books in such collections when the schools opened in the fall of the first year the library was operated. These books had been bought, prepared, and assembled in groups, as selected by and for each school, during the summer months. Of what do these collections consist? Why, they differ largely, and that's what makes it interesting. Collections of poetry and encyclopædias; geographical travels and studies in art; books of birds and books of flowers, "because you don't know what day you might see one you didn't know," and books needed by boys and girls who "always want to make and do." These are all elementary schools.

Loan collections for children's reading.—In addition to the "permanent collections," each school has a loan collection that is supposed to average one book per child—small schools have more, so there may be a selection. As soon as possible after school opens in the fall the book car calls. This car is a small one, built for quick traveling. Doors open outward or upward, showing the shelves on the outside of the car. It is built low, so that children can reach the books. The librarian goes with the books, because we feel that this is where she is needed most.

Once a month, on a given date, she calls at each school. The children crowd around the car, bringing back books no longer wanted, choosing others in their places. The teacher superintends and helps in selecting, and the librarian answers question after question.

These books form the classroom reading library. Low shelves around the room, and a little table or two in the back make reading easy. There is a picture-book table for the little ones, but often after they have gone home the big ones are crouched on the low chairs laughing over Johnny Crow's Party, The Book of Cheerful Cats, and John Gilpin's Ride. On the reading table the librarian

always tries to leave one or two beautiful books, so that pupils may glimpse Little Boy Lost when they come back to read Mutineers or Waterbaby, before they begin to lose themselves in Dr. Doolittle.

Books the teachers want are tied up in packages inside the car. Here is the material for the Eskimo project for one, the essay on Lincoln for another, the study of Indians for a third. Here is the new treatise on psychology the principal wanted, and just the book on pictures that the seventh-grade teacher needs for school use. A post card will bring these by mail if needed for immediate use. The librarian sometimes tells stories to the children; she always talks over books with them.

Ten of our counties now have county libraries. One of the ten counties has only 31 schools, another has 91—not because of the density of population, but because of its hills and valleys, its rivers, and difficult roads. Some of the schools are fitted with shelves made by the children themselves, following descriptions in books on "box furniture." In one school where the children had asserted that they "hated birds," and had said that blue birds were seven squares long and four squares high—they knew because they had had to draw them—you will find a group any spring day at noon with a bird book, almost as quiet as Indians, trying to find just what kind of birds have come in from the south that day. Another school, because of a teacher's bent, has all the trees in the country-side listed and tagged. Tree pictures are on the walls, and their tree books are worn with use.

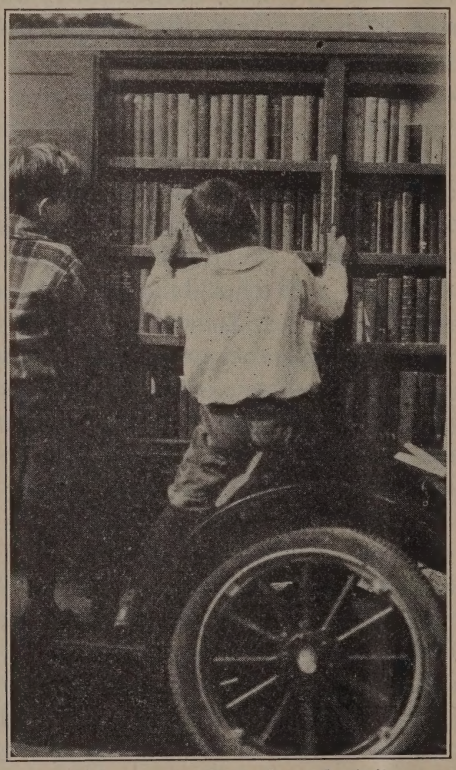
Books enlarge children's horizon.—A sense of "belonging" to the county, the State, and the world has been developed in pupils from the books their county supplied, and the stories they read, not only about their State and Nation but about the world at large. Ume San of Japan no longer staidly stands in the geography. She has become a part of their lives, for one child says to the other in play "Now you be Ume San of Japan, and I'll be me; and you tell me what you do on cherry blossom day." They are learning to use books as tools, to choose for themselves, to know what a good book really is, to have judgment and comprehension. When a country child has the same educational advantages as a city child, that country child often goes farther because of the time he has to think. The beautiful things of life are being brought to these children; and the beauty of the holly, sand dunes, pines, and marsh are being interpreted to them.

The great advantage of using cars in changing books is that the children always have a new supply, and all books are continually in use. Constant exchange of books has made it possible to do an enormous amount of work with a limited book stock.

Do the children like it? One librarian says she does not know how the children can see through the sides of schoolhouses where

there are no windows, but they do, for they come streaming down the road to meet her, often calling out "The library's come! The library's come!"

Do the teachers like it? One teacher who moved to a county having no county library wrote the Public Library Commission angrily that she had written again and again to the county seat, and the county library had not called; and she was indignant, as such a thing had never happened before. When told there was none in that



He knows what he wants—and gets it

county, she wrote "I wouldn't have signed up here if I had known that—you can't make bricks without straw."

The character of teaching is improving because teachers have books, and teachers in rural schools no longer need to teach facts alone, for they have material to bring their pupils in touch with life. Children living in the valley between the river and the mountain can get their books just as quickly as children in the city across from New York.

COUNTY LIBRARY SERVICE OF THE JULIUS ROSENWALD FUND

This fund contemplates aid to at least two demonstration county libraries in each Southern State and stipulates that libraries aided serve adequately all people of the counties—rural and urban, negro and white.

By JACKSON E. TOWNE

Librarian and Director of the Library School, Peabody College, Nashville, Tenn.; Consultant in Library Service to the Fund

THE JULIUS ROSENWALD FUND contemplates aiding at least two demonstration county libraries in each Southern State. The county library program of the fund was inaugurated in the spring of 1929, and, at this writing (December, 1929) only five county libraries in these States are receiving aid. One of the stipulations for aid is that service, "To all elements of the population shall be equal, but adapted to the needs of each element." Book service to rural schools is thus included, but the fund has not undertaken to dictate in any detailed way the manner in which such service shall be worked out by individual county librarians. County libraries receiving aid from the fund have developed rural school service in accordance with the limitations and opportunities of local conditions. Thus we have a variety of types of service, and are as yet unable to define general principles which appear best for southern county librarians to follow regarding book service to rural schools.

Rural high schools aspiring to meet library standards.—Southern rural high schools are faced with specific library standards adopted by the Association of Colleges and Secondary Schools of the Southern States. Membership in this association, involving accreditation, is by no means complete on the part of rural high schools; but the majority of such schools, incapable of achieving immediate membership, are striving to meet essential standards as soon as possible.

High-school library standards for the South were adopted, and, at the annual meeting of the Southern Association in Lexington, Ky., in November, 1929, it was found necessary to extend the time limit in which they must be met. The standards relate to equipment, books, educational, and professional training of librarians, appropriations, courses in use of the library and reorganization of the library.

The standards are to go into effect in the fall of 1930. Schools not meeting the standards by the fall of 1930 will be warned. In

the fall of 1931 those schools not fully meeting the standards will have a star placed by their names in the State lists, and a footnote in each State list will explain that schools marked with a star do not meet library standards. In the fall of 1932 those schools not meeting the standards completely will again have their names starred, and a footnote in each State list will explain that this is the final notice for meeting library standards in full. In the fall of 1933 all schools not fully meeting standards shall be dropped from the accredited list of the southern association.

This action of the southern association is in no way intended to work a hardship on those successful school librarians now in the service (December, 1929) who do not have the necessary educational background and training. The association, however, reserves the right in such cases to require additional courses in library science, if the position is to be held.

In the 1928 proceedings of the southern association, there is a record of a resolution for a committee to determine, among other matters:

> Whether or not, in those counties in which there is library service, the title to the school library must be held by the school itself, rather than the county library, provided the collection of books placed in the school is permanent and selected from the association's approved lists, upon recommendation from school authorities. I am informed that at the recent Lexington (Ky.) meeting the above matter was "left open for investigation."

In the five county libraries receiving aid from the Rosenwald Fund, school service has been developed in accordance with the limitations or possibilities of local conditions. Sources of local funds have varied, and should be considered in each case before any particular type of service being rendered is described.

STIPULATIONS FOR COUNTY LIBRARY AID

The general stipulations of the Rosenwald Fund regarding aid to county libraries have been: (1) That the library serve adequately all the people of the county—rural and urban, negro and white. By "adequate" is meant that the total budget for service, including the Rosenwald help, shall be at least equal to 50 cents per capita of the total population of the county; that the service to all elements of the population shall be equal but adapted to the needs of each element; (2) that all public library facilities of the county shall be coordinated under one head, who shall be a trained librarian; (3) that money appropriated by the Rosenwald Fund and money matched by the fund shall be used entirely for service—which is interpreted to include books, salaries, general maintenance, and book trucks, but not buildings, grounds, or equipment other than book trucks; and (4) that the county shall provide suitable housing for the library.

The usual scale of matching has been $1 from the fund for $1 from local sources, for each of the first two years; $1 from the fund for $2 from local sources for the third and fourth years; $1 from the fund to match $4 from local sources for the fifth year.

The following five counties or parishes (Louisiana) have been granted appropriations from the fund, and, stimulated thereby, have been able to carry through successful campaigns for local support:

County	County seat	State	Appropriation from fund
Webster (Parish)	Minden	Louisiana	$40,000
Davidson	Lexington	North Carolina	20,000
Mecklenburg	Charlotte	do	80,000
Hamilton	Chattanooga	Tennessee	80,000
Knox	Knoxville	do	20,000

Sums contributed locally for the first annual payments from the fund and sources of money are as follows for the five counties:

Webster Parish (La.) Library.—Webtser Parish police jury, $2,500; city of Minden, $2,000; city of Springhill, $500; Webster Parish school board, $3,000; total sum matched, $8,000; maximum sum to be matched, $10,000; less required amount, $2,000.

Davidson County (N. C.) Library.—Prior to agreement, $7,429.25; county commissioners, $1,000; city council, $400; public subscription, $1, 564.51; total, $10,393.76; less basic sum of $5,000, $5,393.76. Sum to be matched, $5,000; over required amount, $393.76.

Mecklenburg County (N. C.) Library.—County board of commissioners, $8,800; county board of education, $14,200; city council, $23,000; total, $46,000; less previous total budget of $26,000, $20,000. Sum to be matched, $20,000.

Hamilton County (Tenn.) Library.—City, $3,000; county, $6,700; Hamilton County Board of Education, $10,245; department of education, city commissioner, $2,100; department of education's allotment of time of librarian, $258.75; total, $22,303.75. Sum to be matched, $20,000; over required amount, $2,303.75.

Knox County (Tenn.) Library.—Knox County court, $2,500; city of Knoxville, $2,500; total, $5,000; sum to be matched, $5,000.

FORWARD-LOOKING PROGRAMS FOR SCHOOLS

In November, 1929, a request was sent to each of the Rosenwald county libraries for a 1-page report on service to rural schools. Information was sought on the number, types, and enrollments of schools; sizes and sources of book collections; supervision of libraries; extent to which schools are meeting State and southern association library standards; circulation figures; and relations with main libraries and branches.

Reports from each county library are given herewith. The difficulty of collecting uniform data on the points asked will be seen as soon as any two of these reports have been perused. It must be borne in mind that the libraries in Webster Parish, La., and Davidson County, N. C., are small, while the libraries in Mecklenburg, Hamilton, and Knox Counties are each centered in long-established public library systems located in Charlotte, N. C., Chattanooga, Tenn., and Knoxville, Tenn., respectively, each a large county seat.

Webster Parish (La.) Library.—Population of the parish is 30,000 of which approximately 50 per cent is negro. The school system is highly centralized under the county unit plan of administration. Fifty-four per cent of the children are transported by busses to the 10 white schools. The number of negro schools has been reduced by consolidation from 85 to 35—the majority of negro schools being in Rosenwald buildings. The enrollment in the white schools is 4,284; in the negro schools, 3,313 (1928–29 data).

All branches (10 white and 2 negro) of the county library are located in school buildings. The main library is in a store building at Minden, the county seat. Service to both schools and communities is given from the same collections by the teacher-librarians, with hours of service arranged for students' convenience, either before school or during school recreation periods.

From October 11, 1929, to November 25, 1929, circulation of 1,860 books among the 10 white schools was 7,756; circulation of 237 books among the two negro schools was 307.

Sources of book collections circulated by the county library, and numbers of books from each source are: Louisiana Library Commission—indefinite loan, 1,657; call loan, 456; Rosenwald collections in the schools, 300; purchase, 753. Other sources in which the number of books is not given are gifts and books in school collections not yet recorded.

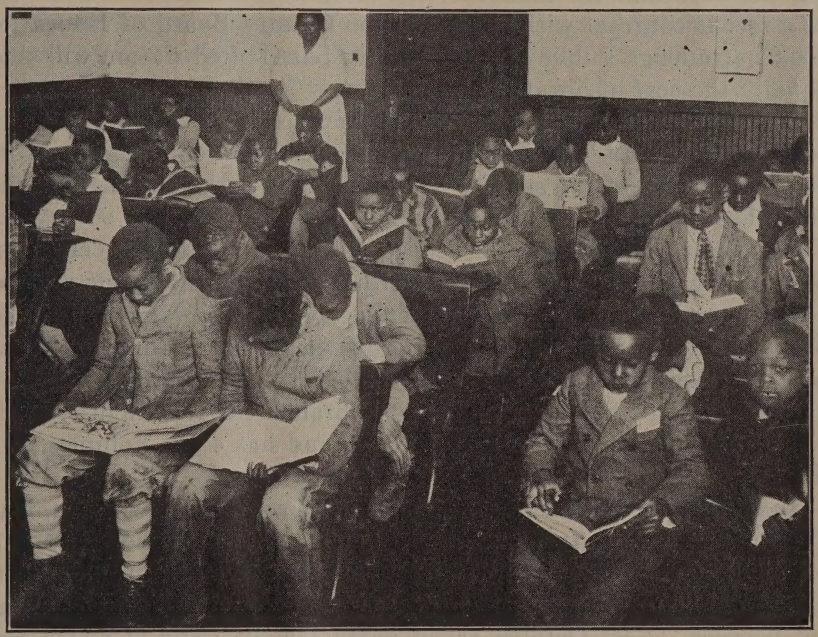
The parish librarian has general supervision of library service for schools. Four teacher-librarians have had library summer school training. There is a special supervisor for negro work. A negro illiteracy program is to be mapped out under the direction of the county library. In less than two months of county library service, the schools report an increased comprehension in reading.

Davidson County (N. C.) Library.—The Davidson County Library began service to schools in September, 1929, with a book collection of fewer than 5,000 volumes. These 5,000 books had to serve not only the schools but also a branch library and a number of stations.

The first school to which service was extended was Wallburg. This school was selected for two reasons: First, the school was so remote from the main library that the pupils could not avail themselves of its privileges; second, Wallburg had the good fortune to have

a memorial library building equipped with steel stacks, tables, and chairs. The county librarian, by placing a collection of 160 volumes in the memorial library and giving some instruction in the care of books and keeping of records, was able to give time to the big task of getting more books ready for other schools.

As soon as several hundred books could be put through the necessary processes they were taken to the schools of the county most remote from the main library. Distance, community stations, and the small library staff were taken into consideration in arranging the schedule for visits. Starting at Wallburg on September 26, the



Billingsville (N. C.) children read public library books

librarian was able to complete the whole circuit of schools (15 in number) by December 9, 1929.

The total number of pupils registered in the schools is 5,835, of which 1,647 borrow books directly from the truck. This, of course, does not include the young readers who use the collections left with the teachers. At this writing the average circulation for each school is between 160 and 170. But when a school will jump from 91 the first visit to 387 the third visit, we feel certain the average at the end of the year will be far ahead of 160 or 170.

Mecklenburg County (N. C.) Library.—The Charlotte Public Library conducts a graded course of instruction in the use of libraries from the fourth grade through the high school in 10 of the Mecklenburg County schools. All high-school seniors are brought to the main library for a final lesson in the use and care of books and the library.

There are 18 schools in the county, in 10 of which a librarian serves one day each week. There are 10,907 volumes in the libraries of the schools, all of which are classified and catalogued. The school enrollment is 6,921.

Hamilton County (Tenn.) Library.—In every rural high school of Hamilton County, except Central High School, which functions as a school library only, there is a branch of the Chattanooga Public Library which has a permanent book stock, supplying both school and community.

The library supplies books and pays part of the salaries of the teacher-librarians for their services to the communities. According to a recent contract with the Hamilton County Board of Education, the Chattanooga Public Library and the board of education will share equally the cost of library equipment.

The Hamilton County Board of Education pays one-fourth of the teacher-librarians' salaries in the high schools requiring part-time services and all of the salaries of librarians in the high schools which serve the schools only.

The State and southern association library standards are being met and will be perfected at the end of the 5-year development program recently undertaken by the Chattanooga Public Library with the aid of the Rosenwald fund. The same privileges are granted to library branches as exist in the main library.

Central High School, which has a branch library exclusively for school use, has an enrollment of 1,509, and has 4,111 volumes in its library.

In addition to permanent branches in the rural high schools, loans are made to all county elementary schools, both white and negro, from a rolling book stock. The white schools are served from the Chattanooga Public Library and the negroes from the Howard branch library for negroes. Last October seven negro schools (four of which were 1-teacher schools) were receiving county library service. The total scholastic population for the seven schools was 345 and the book circulation 187.

The county circulation, exclusive of Chattanooga, totaled 241,314 volumes—approximately 40 per cent of the entire circulation. The county has 6,121 registered borrowers, a book stock of 25,916, and, with the aid of the Rosenwald fund, the county court, and the Hamilton County Board of Education, a good reference collection of books will be in each of the schools in Hamilton County at the end of the 5-year development program which has just been undertaken by the Chattanooga Public Library.

Knox County (Tenn.) Library.—The appropriation of the Rosenwald fund in the early summer of 1929 marked the beginning of library

service to Knox County, outside the city of Knoxville, Tenn. Previous to that time a small appropriation from the county court provided only for opening the doors of the city library to county residents.

The first step toward building a county-wide service was to buy a ½-ton Chevrolet truck and fit it with bookshelves and glass doors. When completed it had a carrying capacity on the shelves of 400 books and as many more on the floor of the truck.

High-school library list and use of school libraries by public.—In conclusion, mention should be made of a recently issued high-school library list, prepared by officials of the Rosenwald fund, in the hope that it will serve the present needs of the average 4-year negro high school or county training school. The list has been submitted to and approved by the southern State departments of education, including several State high-school supervisors and State librarians.

The use of the school library as a public-library branch for service to adults is of course open to serious question. The trend to-day is definitely away from the control of the city high-school library by the public library. A policy committee has been appointed by the president of the Southeastern Library Association, and a number of recommendations for the guidance of southern librarians and for three of the educational foundations aiding library development in the South are of special significance in relation to rural-school service from county libraries as aided by the Julius Rosenwald fund.

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